



Accessibility Plan 2026 - 2029

Document control table			
Document title:		Accessibility plan	
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Date approved:			
Approved by:		Governors	
Date of review:		August 2029	
Document History			
Version	Date	Author	Note of revisions
2	August 2026	M Wiggins	New objectives and actions set.

I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

School Ethos, Vision & Values

At Stanley St Peter's School, we are committed to ensuring equality of education and opportunity for pupils with disabilities, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with disabilities.

The achievement of pupils with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of people with disabilities with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against people with disabilities. This model says that it is the world and society that creates barriers that limit or prevent people with disabilities from enjoying the same opportunities as people who are not disabled.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

How People with disabilities have been Involved in the Scheme

Stanley St Peter's recognises the importance of involving people with disabilities fully in the development of our Disability Equality Scheme. We have involved people with disabilities in the following ways:

Pupils with disabilities:

We have identified our pupils with disabilities.

We have organised events to promote understanding, and assist friends in helping their classmates with disabilities.

Staff with disabilities:

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. Individual staff with requirement for reasonable adjustments may be referred to Occupational Health so that school can be advised on what will make the most positive difference to their work.

Parents/carers with disabilities:

We have given all parents/carers a questionnaire to identify any barriers and help us identify how we can improve the way we meet their needs.

The school does suffer from being an old building where access is still an issue to the top corridor of school. We support wheelchair users as best we can, given the limitations of the building.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with non-pupils with disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Accessibility Plan Code

C. Increase access to the curriculum for pupils with a disability

E. Improve and maintain access to the physical environment

I. Improve the delivery of written information to pupils

Objectives	Accessibility Planning Code (C,E,I)	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Embed adaptive teaching (EEF 5-a-day) consistently and with high impact across all classrooms	C, I	Refine and agree clear expectations of what EEF 5-a-day looks like in practice across the school, including subject-specific examples	SENDCo	Ongoing (reviewed termly)	Adaptive teaching (EEF 5-a-day) is applied consistently and effectively across all classrooms

		Undertake termly learning walks, book looks and pupil voice activities focused on the impact of adaptive teaching strategies Implement targeted coaching and peer support for staff to strengthen adaptive teaching practice			Pupils with SEND show increased independence in accessing learning Pupil voice indicates pupils understand and can identify strategies that support their learning Evidence in books demonstrates appropriate scaffolding and progression over time Improved progress and attainment outcomes for pupils with SEND
Embed the MyHappyMind programme to further support emotional regulation and inclusion for neurodiverse pupils	C, E	Ensure consistent, high-quality delivery of the MyHappyMind programme across all classes Provide ongoing staff support and development to strengthen confident use of MyHappyMind strategies Explicitly link MyHappyMind approaches to individual pupil regulation plans (e.g. breathing techniques, self-regulation strategies)	SENDCo / PSHE Lead / SLT	Ongoing	MyHappyMind is embedded consistently across the school Pupils demonstrate improved understanding and use of self-regulation strategies Reduction in behaviour incidents involving pupils with SEND

		Develop calm / low-stimulation spaces where pupils can independently apply MyHappyMind strategies Use pupil voice and behaviour data to monitor and evaluate the impact of MyHappyMind on wellbeing and engagement			Increased engagement in learning Positive feedback from pupil voice on wellbeing and support
Strengthen the use of assistive technology to support access to learning	C, I	Identify and implement appropriate assistive technology (e.g. text-to-speech, speech-to-text, reading supports) Provide staff training on effective use of assistive technology Create pupil-specific plans where technology is required Monitor use of technology in classrooms	SENDCo / Computing Lead	July 2027	Increased independence in accessing learning Technology used effectively across classrooms Improved outcomes for targeted pupils
Further develop pupil voice for pupils with SEND	C	Establish a SEND pupil voice group or regular focus group Use surveys and discussions to gather feedback on provision Involve pupils in reviewing and shaping support strategies	SENDCo / School Parliament Lead	July 2027	Evidence of pupil voice influencing school practice Increased engagement from SEND pupils Positive feedback from pupils
Improve accessibility of the physical environment, including older	E	Undertake a full site accessibility audit Review use of spaces to ensure key	Headteacher / Site Manager / Governors	July 2029	Improved access to key areas of the school

areas of the building		provision is located in accessible areas Improve signage, lighting and visual contrast around the school Explore reasonable adjustments to minimise barriers (e.g. timetabling, room allocation)			Reduced need for reactive adjustments Increased independence for pupils with physical needs
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy